SPECIFIC CHARACTERISTICS OF ROLE PLAYING GAMES IN LEARNING ENGLISH

Abdullayeva Aziza Khudoyberganovna

Lecturer, Tashkent State University of Economics

Annotation: This article analyzes the theoretical views on the methods of formation of communication competence of the student by the pedagogue in the educational process, the teaching of English, the features of using games in classes, in particular, the uniqueness of using role-playing games. We know that role-playing games have an incomparable role in teaching English, which not only creates a warm mood in the classroom, but also increases the interest in learning the language and develops the student's skills and abilities.

*Keywords***:** role-playing games, innovative pedagogical technologies, methods, text stimulus, oral communication.

Introduction

English is the language of international communication and it is used as a global communication tool in different countries of the world. In the current era of globalization, teaching and learning English plays an important role, so this language has become one of the languages that must be mastered. One of the ways to make learning English easy and fun is learning through games.

There are several advantages of learning through games, one of which is that the lessons are well received by the learner and because the game is fun, playing at the same time helps the learner to learn about certain things or topics. is of interest. By playing, the student gets real life experience, learns his strengths and weaknesses, interests, how to complete the tasks in the game, etc. The game is an important tool for the physical, emotional, mental, intellectual, creative and social development of a person. Role playing is a way to role play a situation, scenario or project and practice what to say and do in a safe environment. If it is done well, this kind of learning experience offers a number of benefits and advantages.

Teachers can incorporate role play into their teaching methods in any appropriate context. Role-plays allow students to participate more deeply and thereby develop deeper knowledge of the problem. In addition, role-playing allows students to make mistakes in a non-threatening environment, testing multiple solutions for real problems. Role-playing does not require advance planning, while meeting some basic principles of the learning process, such as student engagement and motivation. Role-playing is a way of acting out a situation, scenario or problem and practicing what to say and do in a safe environment. If it is done well, this kind of learning experience offers a number of advantages.

Teachers can incorporate role play into their teaching methods in any appropriate context. Role-plays allow students to participate more deeply and thereby develop deeper knowledge of the problem. In addition, role-playing allows students to make mistakes in a non-threatening environment, giving them the opportunity to try out multiple solutions to real-world problems.

Also, role playing allows participants to create an emotional and intellectual connection to the subject. In addition, role plays often create a sense of team and improve team spirit in the classroom. Role-playing also takes time, a five- to ten-minute class discussion of a role-play can take several times over

the situation itself. But using role play as a teaching method allows students to learn through multiple senses such as hearing, seeing and feeling. Analyzing and evaluating their own and other students' performance is a valuable opportunity to broaden and deepen their perspective.

Material and method

The purpose of foreign language teaching is to enable students to use a foreign language in professional or personal situations as and when needed. The objectives of a language course are usually defined in relation to four language skills: listening, reading, speaking and writing. All four skills must be mastered in order to learn a foreign language effectively. The purpose of learning many foreign languages is to develop the ability to use the appropriate language to communicate and interact with others, to expand the range of communicative situations in which they perform with attention to meaning. Role play allows students to effectively explore the context of memorable situations and experiences.

This puts students in a situation where they are required to play different roles and perform certain tasks, including problem solving. It enables you to use the right language at the right place, at the right time, and in the right context. Role play is an effective way to enliven the learning environment, engage students and make language learning exciting.

In addition, role play provides an opportunity for authentic and spontaneous communication, as it allows students to use context-specific language in real situations. The importance of role-playing for oral language is also noted by Liu and Ding. Researchers have studied the effects of role playing on students' speaking and listening skills. Research has shown that in role-playing situations, students use vocabulary that has been reviewed and learned in previous lessons. Liu and Ding concluded that role play is an important tool for students to practice what they have learned in lectures and classes. According to the conclusions of scientists such as Konings, Brand-Gruwel, the participation of students in role-playing games is important because it increases their motivation to learn. Markopoulos concludes that students should allow their experiences and perspectives to be integrated into their own role-play situations when constructing role-play situations.

Result and discussion

Role playing is one of the most successful methods of teaching English as a second language. Such games require teachers to have both theoretical and practical knowledge. An important point is that students and teachers differ significantly in their perspectives, and teachers need to be more aware of students' experiences, ideas, and learning needs. The results of the study show that the role-playing game affects students' ability to speak English as a second language. During the activity, teachers' motivation plays a big role in influencing students' English speaking. The teacher's encouragement of student participation during the role-play encourages students to participate and learn the language during the role-play.

Trawick-Smith and Dziurgot's research demonstrates that teacher and student responses are variable and individual, and that students' self-confidence and self-esteem increase. Research has shown that through role-playing games, students are easily influenced by their peers. When they see their friends join the practice and speak English words, they want to do the same. Thus, it is important to consider the level of students' language ability when conducting role-play exercises in the classroom. In addition, the variety of exercises also plays an important role in effectively motivating and engaging students in the role-play exercises given in the English class. Realia can help bring a role-playing game to life. For example, when role-playing the kitchen, children may be asked to make or bring menus and aprons to class. These basic tasks can make the whole lesson process more interesting.

In conclusion, the importance of games and role-playing games in teaching English is incomparable, and it can be used not only in English classes, but also in other language contexts. Role-playing games make students focus on situations rather than language during language learning. Therefore, it is appropriate if every teacher uses role-playing games in teaching processes.

References

1. Beck, I. L., McKeown, M. G., & Kucan, L. (2013). Bringing words to life: Robust vocabulary instruction (2nd ed.). Guilford.

2. Budden, J. (2004). "Role play". British Council. Retrieved from: http://www.teachenglish.org.uk/think/articles/role-play.

3. Konings, K., S. Brand-Gruwel, et al. (2010). An approach to participatory instructional design in secondary education: An exploratory study. Educational research 52 (1): pp. 45-59.

4. Kusnierek, A. (2015). Developing students' speaking skills through role-play. World scientific news 7: pp. 73- 111.

5. Lui, F. And Y.Ding (2009). Role-play in English language teaching. An Asian social sciences 5 (10): pp. 140- 143. 6. Markopoulos P. (2003). Interaction design and children. Interacting with computers 15: pp. 141-149

6. Mansurovna, Bahrombekova Munisa. "Modern methods ofteaching foreign language." ACADEMICIA: An International Multidisciplinary Research Journal (2022): n.

7. Maratova Dilbar Shakasimovna. (2022). ANALYSIS OF LEXICAL WORDS AND PHRASES. Journal of Academic Research and Trends in Educational Sciences, 1(5), 137–140. Retrieved from http://ijournal.uz/index.php/jartes/article/view/71

8. Sodiqova, S., & Sodiqova, D. (2022). REKLAMANING LISONIY VA NOLISONIY XUSUSIYATLARI. Journal of Integrated Education and Research, 1(4), 717-721.

9. Abidova Zilola, Tursunova Umirahon, and Khusomiddinova Malika. "The role of media technologies in Developing intercultural competence of Student's" Бюллетень науки и практики, vol. 5, no. 4, 2019, pp. 462-465.

10. Rishatovna B.K., Utkurovna I.G, Habibullaevna A.Z, Maratovna K.Z, Kakhramonovna M.D. "Modern foreign popular music as a means of teaching an english language to students of a non-linguistic profile." International journal of psychosocial rehabilitation, (2020). ISSN: 1475-7192.

11. Akramxodjayeva DilfuzaAbduganiyevna. Talabalarida leksik kompetensiyalarni rivojlantirish.Ta'lim fidoyilari-Respublika ilmiy metodik jurnal ISSN 2180_2160. 2022/1/28. Pages 363-369

12. Ergesheva, N. T. (2021). Advanced Technology and Clil in Foreign Language Teaching. INTERNATIONAL CONFERENCE ON MULTIDISCIPLINARY RESEARCH AND INNOVATIVE TECHNOLOGIES, 2, 145–147. Retrieved from http://mrit.academiascience.org/index.php/mrit/article/view/112

13. Karima Saydanovna Rakhmanberdiyeva. FORMATION OF INDEPENDENT EDUCATION IN STUDENTS.BARQARORLIK VA YETAKCHI TADQIQOTLAR ONLAYN ILMIY JURNAL.2022/3/4. pages 328-330

14. Saodat S. THE BENEFITS OF USING CRITICAL INCIDENTS IN TEACHING LANGUAGES //Conference. PERSPECTIVES OF IMPLEMENTING INTERNATIONAL EXPERIENCE IN FOREIGN LANGUAGES TEACHING. – 2021. – Т. 11. – С. 86-89.

15. Абдуллаева, М. (2022). Инглиз–ўзбек бадиий таржималарида муқобил вариантни шаклланиш ва ривожланиш босқичлари. Переводоведение: проблемы, решения и перспективы, (1), 78-81.

16. Abdullayeva, Markhabo (2022). THE APPEARANCE OF THE TERM "EDUCATION DICTIONARY" IN WORLD LINGUISTICS IS ANALYZED. Oriental renaissance: Innovative, educational, natural and social sciences, 2 (Special Issue 29), 48-52.

17. Abbasovna, Saidova Makhsudakhon. "Determine pragmatic competence by listening in practical sessions." *Journal of Academic Research and Trends in Educational Sciences* 1.6 (2022): 139-142.

18. Kurbonova, Nigora Nematovna. "The efficiency of lessons and principles of education." *Oriental renaissance: Innovative, educational, natural and social sciences* 2.Special Issue 4-2 (2022): 548-552.

19. Khudoyarova, Ziyoda Maratovna, and Kurbanova, Nigora Nematovna. "ADVANCED PEDAGOGICAL TECHNOLOGIES AND THEIR APPLICATION" Oriental renaissance: Innovative, educational, natural and social sciences, vol. 1, no. 11, 2021, pp. 646-653.